

Simplified SLO

vs.

Regular SLO

Demographics:

Teacher Name, School, SLO Evaluator Name, Grade Level,
Content Area/Focus Class, SLO Interval

I. Student Population and Baseline

- a. What do I already know about the students in my focus class?
- b. What do I know about the support my students will need to be successful in this class/content area?

II. Priority Standard and Learning Objective

- a. Identify one to two high priority content standard(s) and indicators or [SC Profile of a Graduate Competencies](#) that will provide the basis of the SLO learning objective.
- b. Related to that priority standard or competency, what should students be able to do at the end of the SLO interval?
- c. What evidence will tell me that a student has met this learning objective?

Updated 8/12/20

Demographics:

Teacher name, School, SLO Evaluator Name, Grade Level,
SLO Content Area, SLO Interval

Excluded from Simplified SLO: Demographics: SLO Evaluator Position/Role, SLO Type (individual or team), SLO Approach (Class or Course), and Assessment Dates.

I. Student Population

Provide a detailed description of the student population.

II. Historical and Trend Data

Describe the applicable past data for the students.

III. Baseline Data

Describe which pre-assessment(s) will be used to measure student learning.

The questions are modified to reflect a focus on student needs and existing pre-assessments vs. extensive research.

VII. Standard (s)

Identify the content standard(s) and indicators that align to the SLO learning goal (objective).

VI. Learning Goal (Objective)

Provide a description of what students will be able to do at the end of the SLO Interval.

VIII. Growth Targets

B. Identify the targets students are expected to reach.

Excluded from Simplified SLO: IV. Post Assessment, V. Progress Monitoring Plan, and VII. A. Type and C. Rationale.
These elements are modified to focus teacher reflection on evidence of student growth that is already built into existing plans.

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III. Instructional Strategies

- a. When I consider my professional practice and growth, what is one instructional practice that will be my focus connected to this professional goal? Why?
- b. Which SCTS 4.0 Rubric Indicator(s) is most connected to this instructional practice?

IV. Conference Reflection (End of Year Conference)

- a. Evidence that students met the student learning objective.
- b. Reflection on Data
How does the data inform my instructional practice, goal setting, or my professional development plan for next year?
- c. [SLO Rating](#)

Conference	Date	Signatures
SLO Preliminary Conference		
SLO Mid-Course Conference <i>Can be incorporated into a department, grade-level, PLC, or other collaborative meeting</i>		
SLO Summative Conference		

IX. Instructional Strategies

- A. Describe the best instructional practices you will use to teach this content to students.
- B. Around which SCTS 4.0 Rubric Indicator(s) will you focus your professional learning?

X. Conference Reflection

- A. Percentage of Students Who Met Growth Targets
- B. Reflection on Data
How does the data inform your instructional practice, goal setting, or your professional development for next year?

C. [SLO Rating](#)

Conference	Date	Signatures
SLO Preliminary Conference		
SLO Mid-Course Conference		
SLO Summative Conference		

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SLO RATING SAMPLE

Proficient	75% -89% of students showed evidence of growth as established in the educator's SLO conference(s).
3	Educator set up attainable goals(s); assessed and consistently monitored progress; and adjusted instruction in response to progress monitoring.

SLO RATING SAMPLE

Proficient	75% -89% of students have met their growth targets .
3	Educator set up attainable goals(s); used appropriate assessments , consistently monitored progress; adjusted instruction in response to progress monitoring.

The language of growth targets was replaced with “evidence of growth as established in the educator’s SLO conference(s).” This change allows teachers to incorporate multiple measures of how students might show growth over the course of the year or semester. The exclusion of “appropriate assessments” reflects that discussing curriculum and assessment related to the priority standard is built into the conferencing process, but the discussion will focus on the progress monitoring and ongoing assessment.